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*City Document—No. 16.*

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REPORT  
OF THE  
EXAMINATION  
OF THE  
PUBLIC SCHOOLS  
IN THE  
City of Roxbury,  
FOR THE  
YEAR 1855.

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ROXBURY:  
PRINTED FOR THE SCHOOL COMMITTEE.  
1855.

## City of Roxbury.

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IN SCHOOL COMMITTEE, MAY 2, 1855.

Mr. RYDER was appointed Examining Committee for the English High Schools for Boys and Girls.

MESSRS. WAYLAND, MARSH, FLINT, WALDOCK, MANN and SEAVER were appointed for the Grammar Schools.

MESSRS. LEACH, MORSE, RAY, STREETER and FARLEY, for the Intermediate and Primary Schools.

Attest,

JOSHUA SEAVER,  
*Secretary of School Committee.*

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JUNE 20, 1855.

The several Committees submitted their Reports of Examinations, and the Chairman of the Board also submitted a General Report, which several Reports were accepted, and twenty-five hundred copies ordered to be printed and distributed to the citizens as the Annual Report of the School Committee of the City of Roxbury.

Attest,

JOSHUA SEAVER,  
*Secretary of School Committee.*



# REPORT.

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DURING the past year the system of public education in Roxbury has been completed by the establishment of a High School for Girls, which is now, as will be seen by the Report, in a state of successful experiment. Our city can safely challenge a comparison with any portion of the State, in the provision she has made for the free instruction of her children. From the earliest age at which it is suitable and safe to receive pupils, they are well supplied with educational facilities necessary to prepare them for the ordinary demands of life and business, or to fit them for the University. The last link in the chain—the provision for the higher culture of the girls—has been secured with but a slight increase in the annual expenses of the city. By placing the superintendency of the Grammar Schools for Girls in the hands of ladies, while generous salaries are given to the Principals, the expenses of the schools have been decreased to an amount about equivalent to the current pecuniary requirements of the High School for Girls.

Our citizens will be gratified to learn from the careful examinations of the several Committees, that the Principals of these schools have succeeded admirably in their responsible positions. The plan is considered no longer an experiment, but a well-established policy ; and, while it has the recommendation of economy, it offers a higher recompense and a worthier field of development for the sex than she has been accustomed to receive.

During the present municipal year no outlay has been required for the schools except for the ordinary current expenses, which

of themselves now amount to a very considerable sum. The buildings which were commenced last year have been finished and furnished in a generous manner, by the Government of the city, in accordance with the plan proposed, and are now occupied by their respective schools. Two Primary buildings, each containing four schools, and the Grammar School for Girls upon Gore Avenue, have been added during the year to the public property of the city, and to its provisions for education. The elegant new edifice for girls, combining all the modern improvements in its internal arrangements, and situated in one of the finest positions in the western part of the city, has received from the Committee the name of the Mayor who was at the head of the City Government at the time of its erection, and whose personal interest and exertions were called into requisition to secure its erection; and it is now known as the *Comins School*. The foundation of a good library for the school has already been made through the liberality of the late Mayor, and a fund of five hundred dollars has been placed in the hands of trustees, the annual income of which is to be devoted to the enlargement of this library. Such expressions of noble and thoughtful generosity, not uncommon in this portion of our State, are worthy of all commendation. They become perpetual springs of usefulness, blessing in their continued flowing uncounted generations.

The number of pupils in our Grammar schools for Girls will not exhibit the usual annual increase. Provision has been made by the Catholics in the vestry of St. Joseph's church for the education of their girls, and one hundred and seventy pupils are in attendance. They propose to erect a school-house upon their property on the Turnpike, which will be better adapted to the purposes of education than the present rooms. The excellent provisions made by the city for the free education of all, and the rapid advancement which pupils invariably exhibit under our public training, offer very strong, and perhaps the only proper inducements to Catholic parents to send their children to our schools. Numbers who have temporarily left us, have returned again, and quite earnestly sought their forfeited positions in their classes.

Free schools of the highest character, and free school-books

when necessary, under a wholesome Christian and scriptural, but unsectarian discipline, form the safeguards of our liberties, and will commend themselves, in the process of time at least, to the good sense and approbation of all classes in our communities. There is one reason why the State and the City should feel a lively interest in the character of the daily instruction received by her children. In our republics, our only hope of perpetuity and the safety of our institutions, rests upon the character and principles which the coming generations are receiving in our midst. Upon this truth our system of public instruction is based. The founders of our most excellent educational system not only felt that they had the right, but that it was a sacred duty which they owed to their free government and to their God, to perpetuate their civil and religious liberties by the proper education of those into whose hands they must ultimately be committed. All appropriate measures within the well-defined guards of individual freedom, a municipality or a State may, and should, take for its own defence.

No one can question the right of a community to provide every appropriate facility for free education, to compel its vagrant and exposed children to attend upon school, and to offer every honorable solicitation to the young to embrace the opportunities which she establishes herself.

The outline of our school system is now completed, but it will be some time before all the details in the plan are filled up. It is desirable to raise, as soon as it is practicable, the standard of requirement for entering the Grammar Schools, in order to provide these schools with a better foundation upon which to commence their course of instruction. Now that the classes in the High School are quite well sustained, the upper divisions of the Grammar Schools can be more thoroughly trained than they have been for the past two years. The present apparent lack of grade in the first divisions of these schools is, in no degree, a reflection upon the diligence of the instructors, but a necessary evil attendant upon the establishment of the High School; indeed, it cannot be called an evil, for the pupils have been well instructed, under accomplished teachers, in schools of a higher grade. The higher, however, the standard of graduation from the Grammar Schools,

the greater will be the benefit that the pupil will receive from his High School training. A well-defined plan is now being rapidly developed, and by a harmonious coöperation between the Principals of the schools, those of both grades may be brought up to the highest standard of possible excellence.

In the Report of the School Committee of last year, the value of a set of philosophical instruments to the High School for Girls, was ably set forth, and it is our office to notice the fact that the same deficiency in our High School apparatus still exists. "Nature abhors a vacuum," and it is to be hoped that her action in this regard will not be hindered. During the year provision has been made for a library, and nothing is wanting to complete the plan, but *books to fill its shelves*. If our citizens would give themselves the pleasure of visiting this school, and of hearing a few excellent recitations, they would undoubtedly be quite as much impressed as the Committee with the importance of securing a supply for the deficiencies alluded to.

There seems to be no other important call for school accommodations, except in the vicinity of Cliff and Warren Streets—a necessity that has existed for several years. A fine school-house has been erected upon Munroe Street, with accommodations for two schools, but at the present time only about a dozen pupils regularly attend. It is a question of expediency, whether this building should be removed, or a new one erected. Early measures of some description should be taken to supply primary school accommodations in the locality above specified.

The Report will bring satisfactory evidence that the annual outlay upon our schools is not misapplied. All of them appear to be at present in a comparatively prosperous state. The teachers are enjoying the confidence of this Board and of the community, and have the respect and affection of their pupils. In scholarship they have reached the average standard of the best schools in the vicinity. There is always room, however, for improvement; and what is ever to be desired, is a spirit of earnest inquiry on the part of the teachers. Nothing but a constant mental cultivation and improvement—continued reading, study and thought—will preserve the teacher from falling into a lifeless and mechanical style

of instruction. A teacher must have enthusiasm in his profession to deserve and secure success, and to retain it when once gained. There is no question in reference to the possibility of falling from this grace. There is no profession that exceeds this in responsibility. Into the hands of our public teachers are committed the most sacred trusts of the community—the children of our families, the men and women of the next generation. It ought never to be considered a final dispensation from the claims of conscience and duty, on the part of the teacher, when the favorable report of a necessarily casual examination has been secured. The real measure of faithfulness can only be applied when all errors have become irremediable. The physical, mental and moral natures—the whole of the man and of the immortal—are intrusted during the principal active hours of their most susceptible period into the hands of our teachers ; and it is a work of no ordinary solemnity to preside over their development. The health, intelligence, and moral character of our coming population, in a very important sense, are committed to the keeping of these gentlemen and ladies who preside in our halls of education. The second trust—the cultivation of the mind—will be the chief subject of examination, and go far to determine the capacity of the teacher, but it is not the most vital point. The health, without which so much of the usefulness of life is lost and all its comfort, and which is always, more or less, exposed in the school-room or in its vicinity, is a serious demand upon the care and intelligence of the teacher. There must be both a familiar acquaintance with the general laws of health, and also a personal knowledge of the physical susceptibilities of the various pupils. To acquire this knowledge will require acute observation, careful study and much time, but *life is at stake!* Our teachers must necessarily affect the moral character of the pupils more than the clergyman, and compete closely with the parent. They receive their charge so early, remain with them so long, and are placed in such a commanding relation to them, that, while they have extraordinary opportunities for cultivating the principles of goodness, justice and piety, they may also through thoughtlessness be of incalculable injury to this paramount portion of the living mind, placed in their keeping. It is

evidently the sublimest feature in the office of the teacher, that he is to develope character and to give the moral direction to a life. The effect of his training can only be fully realized when his mistakes can no longer be corrected by himself, or even by the subject of them. It certainly would give a weight and a depth to instruction, if teachers could fully comprehend this responsibility. Every day, would suggest new labors, and the *cure* of the heart would divide the anxieties of the teacher with the care of the mind and of the body. Without encroaching a hair's breadth upon the distinctive creeds of churches, and removing one of the most specious charges of Roman Catholic, and certain other objectors against the public school as *Godless*, the common and fundamental grounds of all virtue and piety, the claims of God, the morality and affections of the Bible, may be effectually enforced and beautifully illustrated in the life and temper, by the public school teacher. It is a matter of peculiar satisfaction that these topics will have no aspect of novelty to the minds of the most, at least, of our instructors. They have been subjects of frequent and earnest reflection, and have, in a degree, become embodied in their daily practices. The attention of the community is invited to these parts of the teacher's office, that efforts in this direction may meet their hearty concurrence, and that the teacher may know that his highest endeavors are appreciated; and also, that any one in our corps of instruction, whose duties are becoming tame, and whose sense of moral responsibility in any measure has become blunted, may be re-impressed with the serious nature of the trusts devolving upon one holding such an office. It would be, undoubtedly, of great advantage to the teachers, especially to those of the Primary Schools, if quarterly meetings could be held, under the direction of the School Committee, for informal conversations, and discussions upon questions relating to the discipline and instruction of the schools. The most serious objection to this measure is to be found in the additional care which would be brought upon the members of the School Committee, already burdened by the claims upon their time, arising from the large number of schools, and the limited size of the Board.

The importance of a general Superintendent of Schools, appointed from within or without the School Committee, is seen in the great aid which such an officer might be to the teacher through these social gatherings, conducted under his direction, as well as in the oversight and management of our whole educational system. It is hardly to be expected that there will be any decided advance in our Primary Schools, without such an appointment is made. Our teachers need a normal training in their work ; and under an experienced Superintendent, a general improvement would undoubtedly be witnessed. Such an office, now becoming common throughout our State, in the larger towns and cities, and always justifying by the experiment the wisdom of its creation, has been repeatedly recommended in annual reports, and in the messages of the Mayors of the city. It is to be desired that the matter should receive the careful consideration of the School Board, and that its expediency should be fully discussed.

It has for several years been esteemed advisable that the charter of the city should be so far amended, as to constitute the Mayor of the city *ex officio* Chairman of the School Committee, thus securing a more immediate relation to the City Government, and introducing another member into the Board, whose time can be more readily given to the public service, and whose position will afford him especial opportunities for the intelligent discharge of his duties. Through certain misapprehensions, the proper measures to secure this object have not yet been taken. At an early day it may be advisable for the School Committee to pass such a resolve as will bring the proposed change before the Board of Aldermen and the Common Council.

His Honor, the Mayor, called the attention of the government of the city, in his inaugural address, to the evening schools which have been held, for a few seasons past, under voluntary supervision, and with great benefit to certain classes of our population. In many of the cities of the State these schools have been included within the general system of instruction, and placed under the charge of the Board of School Committee. In the city of New York, ten thousand dollars were devoted last year to sustaining schools of this description, and a Report of no ordinary interest

has been made in reference to the character and progress of the pupils, the majority of whom were adults. As this subject has been submitted by the City Government to an able Committee, who have presented a printed Report, upon which no action has yet been taken, it does not fall legitimately within the limits of our duties to discuss its merits at the present time.

No special examination has been given to the Latin School, as it is not embraced within the general classification of studies, or so immediately connected with the progress of the pupils through the lower schools. Its high position, however, among schools of corresponding rank and character, is well understood in this community; and occasional visits of the General Committee have assured them, that under the present accomplished Principal, the school fully sustains its well-earned reputation. Like the English High School for boys, it is under the supervision of an able Board of Trustees, and rests upon a valuable foundation which the generous wisdom of a former day established, and which will ultimately afford a noble educational endowment for the city. All the youth of the city, of suitable qualifications, have free access to these schools, the city paying annually such an amount as may be required above the income of the fund to meet the current expenses. Pupils here are thoroughly trained for the University, and thus far have taken enviable rank as to scholarship upon their matriculation.

The undersigned, in closing, with this year, his official connection with the schools—having now for five years been a member of the Committee, and considering himself both fairly entitled to a release from its duties, and that a change would be for the advantage of the city, bringing in new and more efficient services—takes this opportunity to express his thanks to the teachers for their courtesies during the period of his connection with them, and to render his hearty testimony to the community in reference to the continued improvement of the schools, the well-devised arrangement and completeness of the present system, and the general prosperity characterizing every department of education in our city.

B. K. PEIRCE,

*Chairman of School Committee.*



## ENGLISH HIGH SCHOOL FOR BOYS.

MOUNT VERNON PLACE.

**S. M. WESTON, Principal...R. C. METCALF, Assistant.***Examined May 24, 25.*

The High School for Boys has already won an elevated place in the confidence of the School Committee, and in the esteem of the citizens generally. It has now been in operation about three years, having been organized August 25th, 1852. It was commenced under very discouraging circumstances, in the upper part of the small brick building immediately in the rear of Guild's Block, but in the following season was transferred to the new, spacious, and convenient edifice near the Latin High School.

Three classes now occupy the High School building. The first and second are in the upper room, under the charge of the Principal; the third is in one of the lower rooms, in the care of the Assistant. The Third Class numbers thirty-four members; the Second Class seventeen; the First Class six. It is to be regretted that the First Class has been reduced to this small number. Perhaps, in the opening of a new High School for Boys, such a result ought to have been anticipated. Doubtless parents thought they were acting wisely in taking their children from the school, and putting them to some secular employment. In some instances circumstances may have controlled their action in this particular, even contrary to their deliberate judgment. Taking into view the numerous conditions which are to be embraced in such a decision, we cannot charge upon parents an indifference to the superior advantages of this school, nor an over anxiety to have their children earn their own living. They are supposed to be the best judges of their own circumstances, and more than others, are responsible to God and man for the good conduct of their children. Nor do we think this falling-off any way traceable to a lack of

confidence in the school, or to the indifference of the teachers upon the subject. Facts which have come within the knowledge of the Committee leave no room for doubt upon either of these points. In a word, did we not feel assured that every intelligent parent among us places a high value upon this school, and appreciates the advantages which it furnishes for a solid education, and that no sensible person will allow a parsimonious spirit, or any consideration grounded in personal ease to interfere with the highest moral and mental culture of his children, we should take a different view of the present size of the class, which will graduate in August next, and of the not infrequent leaving of scholars from the other Divisions. As it is, we have only to add, that the fact is somewhat prejudicial to the highest usefulness of the school. If pupils are not there, they cannot reap the benefits which it furnishes for them, and, by consequence, the school will return less to the city for the liberal expenditure in maintaining it.

Owing to the smallness of the First Class at the commencement of the present year, the Principal very generously undertook the instruction of both the Second and First Classes. This arrangement saved the salary of a third teacher, but added, of course, very greatly to the number and weight of the Principal's cares.

The High School for Boys is under the united supervision of the City and the Board of Trustees. The annual examination was conducted by Committees from both branches, who were aided by the presence of members of the School Committee, of the City Government, and other gentlemen.

The Third Class have attended during the last year to Modern Geography, Ancient and Modern History, English Grammar, Exercises in Analysis, &c. from Quackenbos, Arithmetic, Composition, Declamation.

The Second Class have attended to Ancient and Modern History, Algebra, Geometry, French, Book-Keeping, Composition, Declamation.

The First Class have attended to Geometry, Algebra, Trigonometry, Application of Algebra to Geometry, Mensuration, Natural Philosophy, French, Principles of General Grammar.

The school was examined in all of the above studies, and the Committees were unanimous in the opinion that the scholars sustained themselves well. Very few mistakes were made; the answers were ready and intelligent. In our judgment the school deserves, as it no doubt receives, the hearty support of the School Committee. While we do not think there is any lack in either of the studies pursued in this school, it appears to the Committee that Mathematics are remarkably well taught. This is the strong point. The several branches embraced in the course of study adopted here, are fully understood by the teachers, and presented to the pupils in the clearest and most comprehensive manner. Principles are largely dwelt upon, and well grounded in the minds of the scholars. This course of teaching is not the most rapid, nor the most showy, but is entirely satisfactory, and believed to be the only true system of instruction.

Considerable might be said in reference to each study in which the pupils were examined. Such a detailed statement does not appear needful in the present instance.

Moral Philosophy is included in the Course of Study, but had not been taught at the time of the examination.

The Declamations were on the whole rather common-place. There are some half dozen young men in the building who possess fine speaking talents. The most of the others were evidently not so absorbed in the topic of their speeches as to be insensible to the drudgery of repeating them. The compositions averaged above fair. Some of those written by the members of the advanced Classes were superior. The writing was generally good.

Some portion of the examination of the Third Class was conducted by Hon. S. H. Walley, who unites with the undersigned in expressions of confidence in the ability and fitness of Mr. Metcalf for the position to which he has been called. He has thus far succeeded well.

The English High School for Boys is no longer an experiment. Its character as a first rate school is already established. In the judgment of those who are familiar with all its parts, it has no superior in this Commonwealth, as a thorough and efficient school.

The examination of candidates for admission to the High School for Boys for the ensuing year, will take place on the Thursday before the last Monday in July, at which time it is anticipated quite a full class will enter from the Grammar Schools.

Respectfully submitted.

W. H. RYDER,  
*Examining Committee.*

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## HIGH SCHOOL FOR GIRLS.

KENILWORTH STREET.

**ROBERT BICKFORD, Principal.**

*Examined May 21, 22.*

The High School for Girls was opened in October, 1854, and had consequently been in operation less than eight months at the time of the annual examination. The whole number of pupils reported as belonging to the school is forty, of whom there were present during the first day of the examination, thirty-eight—one of the absentees sick; during the second day thirty-seven—one absent sick. The average age of the pupils is sixteen years. The oldest scholar is nearly nineteen years; the youngest a little over thirteen years. There is only one Class in the school, but this is practically divided into two Divisions, the relative sizes of which change with the different studies. The school holds one session of five hours each day, except Saturday, when the session is three hours long. There is one recess of twenty minutes duration in each session: at the close of nearly every recitation there is a brief intermission, during which the pupils are allowed the free use of the room.

The Committee are happy to report that they were aided in the examination by the presence of several literary gentlemen, including his Honor the Mayor, the Chairman of the Board, and a few of the parents and female friends of the scholars. The following outline will indicate the Course of Study pursued in the

school, the length of time which had been devoted to each study, and the impression made upon the mind of the Committee by the examination.

*History* [Worcester's]. Thirty-five pupils, in a single class, commenced this study at the opening of the school. They had gone over 110 pages of text-book, by two lessons per week. The only topic in which they were offered for examination is Rome. The class sustained themselves creditably; there was nothing worthy of special remark in this exercise.

*Arithmetic* [Leach and Swan's]. Twenty pupils attend to this study. They were examined to page 182, and acquitted themselves well. It will be seen that just one half of the scholars pursue this branch; the other half have not studied Arithmetic in this school; they were supposed, by the Principal, qualified to enter at once upon a higher branch of Mathematics, by their long and effective training in the Grammar School.

*Algebra* [Sherwin's High School]. Algebra had been taught in the school from the commencement of it. There are two Divisions. The first contains eleven pupils, all of whom had studied Algebra in the First Division of the Dudley School,—they were examined to page 219; the Second, containing twenty-five pupils, began the study in October,—they had gone over 117 pages. Each Division had three lessons per week. The recitations in this Department were very encouraging. Your Committee saw no evidence of shallowness in the knowledge of the pupils; on the contrary their answers evinced a clear and comprehensive view of the several subjects to which their attention had been turned. Should the present First Division remain in the school another year, and continue as studious as they have been during the past year, they will silence the objection that young ladies cannot become good mathematicians.

*Geometry* [Legendre's]. On the 16th of March last, twenty pupils took up this study. They have three recitations per week, and were offered for examination to page 41. The class acquitted itself very handsomely. The figures were unusually well drawn, and the propositions demonstrated with great clearness and precision.

*Latin* [McClintock and Crook's]. All the pupils in the school commenced the study of Latin at the opening of it. After a short time the class naturally divided itself into two sections; the first, comprising seventeen pupils, had gone over 183 pages; the second, including the remainder of the school, had gone over 151 pages. The first section had four lessons per week; the second, five lessons per week. This exercise was very pleasant and showed a good deal of study.

*French* [Bolmar's Perrin's Fables]. French has been under the immediate direction of Prof. J. P. Edwards, of this city, who was recommended to the favorable consideration of the Committee by his long experience in teaching, and his thorough knowledge of both the French and English languages. Prof. Edwards was born of English parents, in Paris, where he was educated, and is unquestionably well qualified for the vocation to which he has devoted himself so successfully. His connection with the High School for Girls has been particularly gratifying to the local and Examining Committees, as well as to those ladies and gentlemen of the city who have witnessed the progress of the pupils, or are receiving through their children the benefits of his services. The plan of teaching adopted by Prof. E., makes it necessary for each scholar thoroughly to understand the meaning of each word by the sound of it. The French thus becomes to the class a *living*, and not, as by the common methods of teaching, a *dead* language. Conversations in French are already carried on to a limited extent between the teacher and his pupils—these will be rapidly enlarged. The time is not far distant, if the present admirable system shall continue, when the young ladies of the High School will be able to converse in French with naturalness and fluency.

*English Literature* [Cleaveland's Compendium]. This is the reading book of the school. Two lessons per week are assigned to each pupil. The "Compendium" is made up chiefly of biographical sketches of celebrated authors, ranging from Sir John Mandeville to William Cowper, and of selections from their writings, such selections being in the English of the time in which their authors wrote. The pupils are expected to familiarize themselves with the principal facts contained in a biographical sketch,

before they enter upon the reading of the author to whom it relates. There are obviously several advantages to be derived from this method of teaching reading, and these may be sufficient to outweigh all that can be rightfully said against it ; but if we were to rest our judgment upon the exhibition in the school under notice, we should not say they were. The reading to our view was the least satisfactory of all the exercises of the school. It cannot in truth be said that the members of the class are not qualified to give this plan a fair trial, for the majority of them were known to the Committee to be unusually good readers when they entered the school. Nor are we inclined to question the correctness of the standard in the mind of the Principal. Our present impression is, that the difficulty lies in the plan of the reading book. It contemplates a higher order of culture, in a particular direction, than the young ladies have reached, or can reach without great exertion. Let us illustrate this. Under the head of Shakspeare, there are selections from the Merchant of Venice, As You Like It, Richard III., Romeo and Juliet, Hamlet, &c. Is it too much to say, that there is not more than one person out of every hundred in any community of those who are called good readers, who are capable of rendering these extracts correctly ? Besides, if it be possible to instruct a class of scholars in the art of reading, so that they can render Chaucer, Shakspeare and Milton in a style which shall satisfy the critical ear, is such a result worth the cost of it ? May not the time be more profitably spent in some other way ? — Of course, these remarks will not apply to every portion of the " Compendium " ; it contains many extracts far less difficult than those which we have named, and by a judicious selection, it is conceded, the force of our objection might be greatly lessened. As at present advised, we do not recommend the discontinuance of this book ; we rather call the attention of the Board to the subject, and suggest to the Local Committee the propriety of using, in connection with this, at least, some one of the reading books which may have been purchased by the pupils heretofore. The American First Class Book, or Sargent's Standard Reader, is eminently proper, and sufficiently difficult.

The general tone of the school appeared to the Committee

elevated and pure. The manners of the pupils were respectful toward the teachers and examiner, cordial toward each other, and every way becoming such an establishment. The scholars were all in good spirits, and seemingly very happy. Considering the newness of the school, we found in it less of questionable propriety, less to desire otherwise, than we had expected to meet with. Obviously the general tendency of ambitious pupils is to go over too much ground, and by depending upon active memories rather than enlightened understandings, actually learn less than they suppose. Thoroughness is indispensable. The number of studies, and the progress in each study, must give way to this. The value of any school is to be determined by the amount of actual knowledge which is imparted to the pupils, the moral and mental discipline which is secured in its acquisition, and the greater fitness thereby for the numerous demands of life. While, therefore, we rejoice to witness on the part of any body of pupils a desire to obtain a comprehensive education, we regard it as clearly within the duty of the Principal of the school, with the advice of the Local Committee, to hold them to such studies, and within such limits, as in his judgment will best promote their permanent welfare.

On the whole, we think we are fully warranted in saying, that the High School for Girls is doing well; that the Committee were fortunate in the choice of a teacher; and that, as members of the School Committee, and as citizens of this city, we may congratulate ourselves upon the cheering prospects which the present state of the school opens to our view.

Before dismissing this Report, it is proper for the Committee to add, that there are sixteen pupils in the First Division of the Dudley School, who will be qualified, in the judgment of the Principal of said school, for admission to the High School at the examination of candidates on the 26th of July proximo. This number, it is supposed, will be increased from other sources to not less than twenty. What arrangements had best be made for the accommodation of these pupils it may not be required of the Committee to state in form; it is, however, believed possible to



furnish a suitable place for them in the present High School building, without much additional cost to the city.

Respectfully submitted.

W. H. RYDER, *Ex. Committee.*

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## DUDLEY SCHOOL.

### FIRST DIVISION.

**ADELINE SEAVER, Principal.**

In History, Arithmetic, Reading, and Defining, the pupils gave satisfactory evidence of close and faithful study. In Grammar, also, this Division has made successful advance; and the result of the examination (it having been held by a member of your Committee, who carefully inspected the classes of this Division at the commencement of the term,) was highly satisfactory. The Teacher may justly feel that her arduous labors have produced results amply repaying her for the care and anxiety she must have experienced during this, the first term in which she has filled the important position of Principal.

Your Committee would take this occasion to say, that from the marked success of Miss Seaver in her new position, there can be no doubt that the substitution of females for males as Principals in the Girls' Grammar Schools, is not only an economical but altogether a judicious change.

CHARLES MARSH, *Ex. Com.*

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### SECOND DIVISION.

**SOPHRONIA F. WRIGHT, Teacher.**

The examination of this Division did not meet the wishes of the Committee in all respects. The Reading was not so good as expected. The pupils were not sufficiently attentive to the requests of their teacher. The examination in History and Arithmetic resulted satisfactorily.

The teacher is indefatigable in her exertions, and the Committee does not wish to express a want of confidence in her qualifications, by the representation made of the condition of the school.

CHARLES MARSH, *Ex. Com.*

## THIRD DIVISION.

**MARY WARD, Teacher.**

This Division appeared well. The examination was not very minute, from the fact that the present teacher commenced her duties in this Division but a few weeks previous to the close of this term. Sufficient evidence, however, was obtained to enable the Committee to say that this Division will rapidly improve during the next term.

CHARLES MARSH, *Ex. Committee.*

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## FOURTH DIVISION.

**CLARA B. TUCKER, Teacher.**

The Committee found this Division in good condition : in some branches more advance had been made than was expected. The pupils deported themselves very well, and, generally, the examination was satisfactory.

CHARLES MARSH. *Ex. Com.*

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## FIFTH DIVISION.

**ELLEN A. MAREAN, Teacher.**

This Division was examined in all its departments. The Reading was good ; Spelling perfect, not a word misspelt in the entire Division. The First Class, during the term, had gone over fifty-one pages—and the Second fifty-four pages.

In Arithmetic, the First Class commenced on the 70th page of "Colburn," and had reached the 111th page ; the Second Class commenced with the 63d page, and reached the 90th. Their recitations were very good.

In Geography, the First Class commenced with the 50th page and reached the 95th page ; the Second commenced the book, and reached the 38th page. Their recitations were good.

Their Writing-books were also examined. They appeared very neat, and a good deal of attention appears to have been given to this very important branch, and I think most of the scholars will make good writers if they continue to take the pains they appear to have taken this term. The teacher is one who has been long in the employ of the Committee, and, from the appearance of her school, continues to maintain the high character she has heretofore sustained as a faithful teacher. Order perfect.

Examined by

JOSHUA SEAVER.

## SIXTH DIVISION,

**CAROLINE ALDEN, Teacher.**

On the 24th of May, this Division was examined in all its departments. The Reading and Spelling were good; as far as they had proceeded in their reading books, they appeared to have gone perfect. The First Class, during the term, had gone over some 43 pages; the Second, 55.

Arithmetic,—the First Class had gone over 70 pages; the Second, 59. Their recitations were good, and their answers prompt and correct.

Parley's History, in the First Class of this Division, takes the place of Written Geography, and they were very perfect in that to the 47th page; their exercises on the Maps were very interesting. Writing-books next; a good deal of time is very properly applied to this branch, in this Division. This Division, and the Fifth, are upon one floor, and both Divisions gave the Committee some fine specimens of Singing, which was very pleasing. The order of this Division, as well as the Fifth, was perfect.

I find no record of corporal punishment in this or the Fifth Division, which speaks well for the pupils and their teachers.

The teacher has given evidence of faithfulness, and the appearance of the school shows that her labors will produce good fruits.

Examined by JOSHUA SEAVER.

## SEVENTH DIVISION.

**HENRIETTA M. YOUNG, Teacher.**

In consequence of the formation of a new District about the first of April for the Comins School, the Divisions of the Dudley School were necessarily so much broken up as to render a reorganization of them imperative, especially in the lower Divisions. At the time of the examination, (May 23d,) this Division was composed, in part, of scholars who had been in the school but a short time, many of them quite recently promoted from the Primary Schools. In view of these unfavorable circumstances, proficiency in their studies could not be expected. It cannot be said they sustained more than a fair examination.

Under the instruction of their present efficient teacher, there is reason to expect they will soon take their proper position in point of scholarship in this excellent school.

JOS. H. STREETER, *Examining Committee.*

## WASHINGTON SCHOOL.

This school consists of eight Divisions, numbering from thirty-six to fifty-five pupils each, having an average age of from nine and one-third years in the Eighth, to thirteen and one-third years in the First Division, and under the general superintendence of Mr. John Kneeland, the Principal. The First Division, under the immediate charge of the Principal, assisted by Miss Sarah H. Page,—and the Third and Fourth Divisions, in charge of Miss Anna M. Williams and Miss Hannah R. Chadbourne,—occupy one large school-room on the third floor. The Second, Fifth and Sixth Divisions—in charge of Mr. Benjamin C. Vose, Mrs. Harriet E. Burrell, and Miss Sarah M. Vose—occupy a similar room on the second floor. The Seventh and Eighth Divisions—in charge of Miss Margaret A. Mathews and Mrs. Caroline C. Drown—occupy separate rooms on the first floor.

The following Abstract, prepared by Mr. Kneeland, will afford a general view of the condition of the school for the last three quarters.

*Annual Report of the condition of Washington School for Three Quarters,  
ending May 25, 1855.*

Average No. of Pupils belonging	No. present at Examination.	Average Daily Attendance.	Average Tar- diness.	Average Ab- sence.	Number Ad- mitted.	Number Left.	Average Age of Pupils.	No. of Visits of Local Com.	No. of Visits of other mem- bers of Com.	At the close of the term in July, 1854, the time of the last Annual Examina- tion, 299 pupils belong- ed to the school. Since then, 238 have entered, and 174 have left, mak- ing the present No. 363.
371	357	.96	.006	.04	238	174	10 $\frac{7}{8}$	84	65	

The present Principal entered upon the duties of his office in September last; he has consequently had charge of the school but three terms. During this short period, however, he has been eminently successful in elevating the standing of the school,—already much improved by his predecessor, Mr. G. L. Weston, whose sudden decease, in the midst of his plans and efforts to this end, filled the community with sadness.

The school labors under a disadvantage, to which no other school of the city is subject: that the house was built upon the old plan, and has not been remodelled, so that but two Divisions, as was stated above, have separate school-rooms. Notwithstanding this evil, it has continued to make marked and rapid improvement from month to month, and is at the present time in a highly flourishing condition.

The whole bearing and appearance of the school is exceedingly satisfactory. Good order prevails throughout its several departments. The discipline is strict, but apparently not more so than the circumstances and welfare of the school require, and not amounting to severity. A good understanding and friendly feeling seems to characterize the bearing of the pupils towards their teachers and the intercourse of both teachers and pupils among themselves.

The school has attended, during the year, to the following studies:—Reading, Spelling, Defining, Arithmetic, Grammar, Geography, Writing, Drawing of Maps, Declamation, and Singing.

About twenty pupils—rather more than three-fourths of the graduating class—will offer themselves for admission to the High School in September. This large proportion bears honorable testimony to the value which the community set upon the ample privileges and facilities for education that our city affords.

JAMES WALDOCK.

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#### FIRST DIVISION.

**JOHN KNEELAND, Teacher.....SARAH H. PAGE, Assistant.**

I examined the above Division, as requested. The following are the results:

Arithmetic, very good; Grammar; Geography, very good; Reading good; Writing, very good. The order of the Division was excellent, and the whole examination highly creditable to the Principal and his efficient assistant.

J. WAYLAND.

## SECOND DIVISION.

BENJ. C. VOSE. Teacher.

I examined this Division according to request. The following are the results :

Arithmetic, very good ; Geography, very good ; Reading, good ; Writing, good ; order, excellent. I have given this Division the same marks of approval as the first, and with no more than justice. Judging from these Divisions, I should think the school never in a more promising condition than at present.

J. WAYLAND.

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THIRD AND FOURTH DIVISIONS.

The third and fourth Divisions of the Washington School, under the charge of Miss Anna M. Williams, and Miss Harriet R. Chadbourne, were examined on the 21st and 22d days of May, in Reading, Spelling, Defining, Arithmetic, Geography, Grammar, and Writing ; and they were found to be in good condition. The Recitations were, with few exceptions, prompt and correct, and gave evidence of thorough instruction and discipline on the part of their teachers.

Your Committee were pleased to see that a considerable advance has been made in these Divisions within the last few months, in the standard of attainment made in the several departments of Grammar School education. More attention is now given in them than formerly to written Arithmetic and Grammar.

We were informed by Mr. Kneeland, the Principal of the school, that a combined effort is being made throughout the several Divisions, to raise the standard of study ; so that boys, when they graduate from the school, shall have more nearly accomplished the course of instruction embraced in the text-books of the several departments of study.

We believe that such effort is called for in our schools, and that if it be persisted in, and be authorized and encouraged on the part of this Board, by a strict adherence to the adopted standard of qualification for admission from the Primary Schools, much benefit will result to the Grammar Schools of the city.

JAMES WALDOCK, *Examining Committee.*

## FIFTH DIVISION.

**HARRIET E. BURRELL, Teacher.**

This Division is under the charge of one of our experienced teachers; is in good condition in all its departments. The order, and general exercises, are perfectly satisfactory.

Examined by JOSHUA SEAVER.

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## SIXTH DIVISION.

**SARAH M. VOSE, Teacher.**

This Division I found in very satisfactory condition.

C. MARSH, *Examining Committee.*

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## SEVENTH DIVISION.

The examination of the Seventh Division, made on the 17th May, your Committee regret to report, did not quite equal expectation. The Recitations generally were defective, the pupils inattentive, and the average scholarship inferior indeed to that of the Division next lower in grade. But this state of things we believed to result more from want of ordinary capacity in the pupils, than from any lack of faithfulness on the part of the teacher, whose efficiency, so favorably known to this Board through a long period of service, needs not, at the present time, even a word of commendation.

Your Committee venture the prediction, that should the classes now composing this Division, in the course of time be promoted in company to the care of other teachers, they might find similar, perhaps greater difficulty in causing them to attain the required standard.

JOHN SYDENHAM FLINT,

*Examining Committee.*

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## EIGHTH DIVISION.

The Eighth, or lowest Division, ranks next in order above the Primary School. The past three months it has been under the tuition of Mrs. Drown, whose position, as yet, is probationary. During this short period, the progress of the pupils has been sufficient; the various Recitations, which were made with great promptness and accuracy, gave positive evidence of careful train-

ing, and the deportment during the presence of your Committee, was generally correct. The punishments have been few, and only of the mildest kind, affording some slight evidence that other means than corporal chastisement may be successful in maintaining order, and that love and respect for the teacher may prove more available than fear, as the governing principle. The teacher has labored with untiring industry and energy, of which the appearance of her classes bears creditable witness, and she is confidently recommended for confirmation, as an able and efficient teacher.

JOHN SYDENHAM FLINT,

*Examining Committee.*

## DEARBORN SCHOOL.

The annual examination of the Dearborn School was made on the 17th, 18th, and 23d days of May.

This school consists of five Divisions, numbering from thirty-six to fifty-one pupils each, under the charge, respectively, of Mr. William H. Long, the Principal, Miss Louisa E. Harris, Miss R. P. Stockbridge, Miss Martha Stone, and Miss Louisa J. Fisher.

The following Abstract, prepared by the Principal, will give a general view of the condition of the school for the last three quarters.

*Annual Report of the condition of Dearborn School for Three Quarters, ending May 26, 1855.*

Average No. of Pupils belonging	No. present at Examination.	Average Daily Attendance.	Average Tardiness.	Average Absence.	Number Admitted.	Number Left.	Average Age of Pupils.	No. of Visits of Local Com.	No. of Visits of other members of Com.	At the close of the term in July, 1854, the time of the last Annual Examination, 212 pupils belonged to the school. During the three succeeding terms, 132 entered, and 120 left, making the present No. 224.
238	220	.94	.005	.06	132	120	11½	62	37	

The several Divisions were examined in Reading, Spelling, Defining, Arithmetic, Grammar, Geography, Writing, Drawing



of Maps, Declamation, and Singing. They gave evidence of accurate and thorough instruction in all these departments of study, and of diligent improvement of the time devoted to the various branches pursued.

The methods of teaching adopted, and the kind of discipline employed, seemed to be in accordance with well-trying and approved principles of mental and moral culture. The influence exerted by the teachers in their several Divisions indicated an earnest, harmonious purpose to secure obedience, industry, and love of study, by appealing to the highest motives of action. The whole bearing and appearance of the school gave your Committee assurance, that an eminently good understanding prevails among the teachers, between them and their pupils, and among the pupils themselves; and that the community included within its district, take a lively interest in its welfare and progress.

In the department of Reading, your Committee had occasion to notice the importance of selecting for all pupils—the youngest as well as the most advanced—text-books that are compiled with good judgment and taste. Those used by the younger classes of the school contain some selections that are trivial in style and matter, and are written hastily, and without a nice regard to the rules of grammatical construction.

Of all the books by which the young pupil is led on in the career of education, the Reading book stands preëminent in the early influence it exerts. It makes the first, the deepest, and the most enduring impressions upon the unfolding imagination. The continued perusal of *one* book, into which the author has breathed the inspiration of an earnest spirit, and a gifted and highly-cultivated intellect, is sufficient, in some cases, to form and fix irrevocably the intellectual taste of the child.

It is essential, of course, that the Reading book be adapted to the mental capacity of the class of pupils that use it, and it is thus adapted, in the highest degree, we think, when it is somewhat in advance of that capacity. Every one that has learned to read, will recall the pleasing and salutary impressions made upon his mind by selections from the masterpieces of English literature, with which he may have become familiar at an age when he could

catch their spirit indeed, but could not comprehend and analyze their full force and meaning.

A Reading book for *any* class, should be made up of selections from the best, rather than the most popular writers. Our language is rich in classical authors of refined taste and pure and simple style, whose writings will furnish examples of dialogue, description, and simple narrative, appropriate to the capacity of the youngest classes.

In the department of Geography a system of instruction is adopted in the upper classes of the school, which appeared eminently useful and successful. A list of topics is used, embracing, in their appropriate order, all the important natural, political, and civil divisions and features of the several continents. A thorough preparation of this series of questions, by reference to maps and text-books, must be a very interesting and profitable diversion from the ordinary routine of study in this department, whereby, in some cases, a vast amount of minute information respecting the smaller subdivisions of the Earth's surface is heaped upon the laboring mind, to hinder it from making more important acquisitions, and to leave it forever at the earliest practicable opportunity.

Instruction in the department of Grammar is confined, at present, to the two upper Divisions of the school, which have made commendable progress in this branch. It seemed to your Committee that a familiar and practical exercise in Grammar might be introduced profitably into lower classes. Incorrect habits of expression are liable to be formed very early in life, and, when once acquired, are eradicated with great difficulty. In view of this fact, it seems desirable that the study of Grammar, in some form, be begun quite early in the Grammar School, and be carried to as high a degree of proficiency as the age of the pupil will allow.

In the department of Arithmetic, your Committee observed that a new text-book of Intellectual Arithmetic has been introduced lately in the lower Divisions, of which teachers that use it generally speak well. We should suppose, from what we have seen of its use in the schools of this city, that it involves severer mental discipline than even "Colburn," which was in use before this.

We presume that it will prove, in many respects, an improvement upon the latter, and that, if used rightly, it will be found exceedingly serviceable as an elementary text-book.

It has been very much the practice, in Grammar Schools, to confine the younger scholars to a long course of instruction in Intellectual Arithmetic—that is, by oral exercise alone—as a preparation for the use of the slate ; and to give the plain, practical demonstrations of Written Arithmetic only to the more advanced classes. This seems to be reversing the order of nature. To make an Oral Arithmetic profitable in the highest degree, every process should be wrought out and practically illustrated upon the blackboard. The slate should be the child's earliest and most constant, as it is his most pleasing companion.

One feature in the general condition of the school, seemed to your Committee undesirable, though it is probably unavoidable under existing circumstances. The lower Divisions do not seem to have attained to an advance in the various branches taught in the school, quite proportionate to their average age. This is to be attributed to the fact, that the standard of qualification for admission from the Primary Schools is not always strictly adhered to. We were informed by Mr. Long, that, owing to want of room in the Primary Schools, pupils were received from them last year before they were qualified ; and, in accordance with this fact, we found the lowest Division of the school attending chiefly to Primary School studies.

The standard of qualification for admission from the Grammar to the High Schools, moreover, is not as high as it might be profitably fixed, when the latter get into complete operation. The demand for graduates from the Grammar Schools to supply and maintain the High Schools recently established, has led to the discharge of pupils from the former at a considerably earlier age and less advanced stage than formerly.

This feature, the only one observed by your Committee that seemed open to criticism, is not a permanent one ; and it has sprung from circumstances beyond the control of the teachers of these schools. With a view to the furtherance of their wishes and efforts for its removal, we would suggest the importance of adher-

ing strictly to the established standard of qualification for admission from the Primary to the Grammar Schools.

The whole of the graduating class, with one or two exceptions, will offer themselves for admission to the High School next September. Last year the whole class was admitted. These facts are a sufficient assurance that this community appreciates the importance of giving an ample and thorough education to our youth before they are dismissed to the business of life.

JAMES WALDOCK, *Examining Committee.*

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## COMINS SCHOOL.

The crowded state of the Dudley School the past two or three years, with its continually increasing numbers, for whom no suitable provision could be made in the vicinity, rendered imperative the erection of a new edifice for the purposes of a Girls' Grammar School. The building was completed, and transferred to the charge of the School Committee in the early part of March. The dedicatory ceremonies took place about the middle of the same month, and immediately thereafter the classes were assembled, under the supervision of Miss Cushing, as Principal, with three Assistants. The pupils were transferred for the most part indeed from the Dudley School, not by Divisions, as might at first thought be inferred, but were selected merely by reason of fortuitous residence within prescribed geographical limits. This circumstance occasioned considerable difficulty in classification, since it became necessary to place together scholars of unequal ages and attainments; to urge forward those who were deficient, and restrain such as were more advanced. A few, dissatisfied, have left, and many have murmured at what seemed to them on the one side apparent want of progress, and on the other, ill-judged efforts to force them beyond their ability. These troubles having happily ceased, the school is now going on pleasantly and prosperously.

So short has been the time since its organization, that but little

need be said respecting its past condition ; and our remarks will chiefly be confined to its present state and future prospects. No great advance has been made in the different text-books in use, for the reason, that the teacher wisely determined the interests of her pupils would be promoted by reviewing their studies, in order that she might more perfectly understand their varied capacities, and they become thereby better grounded in elementary principles, without which, it is useless to expect satisfactory progress. Much of the time, therefore, has been devoted to this object. The number of pupils belonging is nearly one hundred and fifty. Some, it is true, have left ; but their places are now occupied by others, so that there has been but slight variation. Their appearance was in every way commendable ; their acquirements as great as could reasonably be expected, considering the discouraging circumstances attending the opening of a new school ; and the examination of all their studies indicative of care and diligence. In no respect did we observe any thing like deficiency ; in no respect could we suggest any alteration in the plan of teaching, that could be deemed an improvement ; and upon some things which attracted our attention, and afforded especial gratification, we will bestow a passing word of comment.

We were pleased to observe the precision and accuracy in the method of instruction pursued, which seemed to pervade each department, where often, on similar occasions, we have found merely a superficial acquaintance with a subject, or a memoriter repetition of the phraseology of a text-book. The strengthening of the memory is unquestionably very desirable, but not when acquired at the expense of other mental faculties ; and all good teaching should seek to attain, as its prime object, that discipline of mind, that development and harmonious blending of all its powers, which constitutes the proper balance, and which is essential to success in the practical duties of life. A few years hence it will comparatively matter but little to the learner what may have been the text-book in use, nor what peculiar opinions on any particular subject the author may have entertained, but then rather will the importance have become known, of having been early trained to think, and speak, and act for himself.

We were pleased to notice the apparent harmony and cordial feeling existing between teacher and taught, without which is wanting an important element of success. There was nothing approaching to dictation or harsh command on the one hand, nor servile fear and unwilling obedience on the other; but each seemed to pay careful regard to the feelings of the other, and tacitly acknowledge that their duties and obligations were reciprocal.

Severity in the disciplinary management of our schools we believe to be very rarely needed; too often it fails of accomplishing the desired object, and serves but to arouse in the mind of the subject a spirit of revenge. Firmness combined with amiability—for the two are not antagonistic—will generally prove in the end more successful as a means of government than violence; and children, who can in this way be easily influenced and controlled, are not now-a-days such rare specimens of humanity as was formerly supposed.

We are pleased to record our testimony with that of others who were present, to the courteous demeanor, quiet order, and womanly dignity exhibited by the pupils in each of the Divisions. The young are influenced as much by example as by precept; and if these various traits of character are present and ever active in the habits of the teacher, we may confidently expect to find some reflex in the conduct of those entrusted to her charge. Education consists not alone in training the mind, but likewise the heart; not simply in developing intellectual acuteness, but also in cultivating good morals. And as many of the young, upon leaving our Grammar Schools, at once engage in the active duties of life, and in these schools receive their only education, it is of great consequence that here should be inculcated, and here be daily presented to them, living examples of those lessons of mildness and forbearance one toward another, which constitute the amenities of life, and are elements of the Christian character.

At the dedication of the building, we remember to have heard allusion made by some of the speakers, to the fact of the appointment of a female Principal as an experiment, the result of which time must verify.

There are not many schools in this State, so far as our knowl-

edge extends, similarly organized. In fact, we can at this moment recall to mind but two other schools, where an equal or greater number of pupils are intrusted to the care of a female Principal. So far as this one is concerned, we think we may even now safely pronounce the experiment, if so it is styled, successful and worthy of imitation. Fortunate in the selection of one, to be placed in charge, in whom are combined all the characteristics of the good teacher, we confidently look forward to the future for larger proof of the wisdom of our arrangement.

The building is neat, and sufficiently commodious for the anticipated wants of the community for a long time to come. In its construction every convenience and improvement which modern ingenuity could devise, has been adopted. Careful attention has been paid to warming and ventilation, and all that now seems wanting is the proper grading and tasteful arrangement of the grounds. In conclusion, it affords us pleasure to certify, that we believe this school equal, at least, to any of its grade, and eminently entitled to the confidence of the public.

JOHN SYDENHAM FLINT,

*Examining Committee.*

## THE INTERMEDIATE SCHOOL.

We are able to speak in unqualified terms of the present position of this school. From a state of almost disorganization, it has come to be as quiet and well-disciplined a school as can be found in the city. This admirable condition has been secured, not by physical force, but by the power of kindness and the wise adaptation of measures to awaken the affections and moral sense of the pupils. With a teacher in delicate health, accustomed to speak in a quiet tone of voice, very rarely administering corporal punishment, the school is as completely under the control of the Principal, and as accustomed to obedience, as if the liveliest fear of bodily pain kept it in subjection.

The scholarship in this school, of necessity, is low, most of the children having, previously to their connection with this school, enjoyed but little instruction. Nearly all of the pupils are of foreign extraction. It is found much more difficult to secure regularity in attendance, and a reliable truthfulness in the scholars, than in other schools, although very marked improvement in these respects has already been secured. The visitor is at once struck, upon entering the yard of the school-house, with the pervading spirit of neatness; and the impression is renewed upon entering the rooms. The two ladies who preside over this school merit the respect of the community for the interest they have taken in this class of pupils, for the earnestness with which they have discharged their duties, and for the good manners, habits, and dispositions which they have cultivated in their classes.

It is a noble work to develop any mind; but it is a nobler task to train the feeble, neglected and perverse. The former is an easier duty, the scholar himself aiding in the work; the latter is one of great pains-taking, and is embarrassed with peculiar difficulties. Success here shows the power of the true teacher, and brings an ample and worthy reward. The teachers of the Intermediate School have the satisfaction of knowing that their efforts are appreciated, and that they enjoy the confidence of the Board of Instruction.

B. K. PEIRCE.



## PRIMARY SCHOOLS.

The Committee, to whom was assigned the duty of making the annual examination of the Primary Schools in the city, performed the labor allotted them, and the results of their several examinations are herewith presented, as the Report :

Nos. 1, 2, 3, 4.

Yeoman Street.

These schools were examined on the 24th day of May.

Nos. 3 and 4, are Sub-Primary Schools, numbering upwards of sixty scholars each, having an average, together, of six years.

Both schools passed a very satisfactory examination in Reading and Spelling. The order in both was also commendable.

In No. 4,—under the care, since January last, of Miss Eliza C. Parmelee,—an oral exercise, from a book called the “Infant School Manual,” appeared to us worthy of special notice. The kind of instruction given in this exercise, the facility with which it is imparted, and the interest manifested in it by the whole school, made it evident that it is a very pleasing and profitable one.

In No. 3,—for the last three months in charge of Miss Sarah O. Babcock,—we were much interested in the Singing. Considerable attention seems to be given to this branch in all the schools that we visited. We should suppose that this exercise would be very useful as an aid to the maintenance of the discipline of our Primary Schools.

We observed also, in this school, that the pupils engaged, with lively interest, in a conversational exercise upon the lessons read, the design of which, we presume, is to accustom them to notice what they read, and think upon it.

Miss Babcock is acting as substitute during the illness of Miss Sarah Spofford, who has been employed as a teacher in this city for about four years, and has gained the esteem of all who have known her, by her uniform fidelity and conscientiousness in discharging the duties of her calling.

Nos. 1 and 2, are Primary Schools—differing somewhat in grade—numbering forty-five scholars each ; having an average

age, in No. 2, of seven and a half years—in No. 1, of eight years and eight months. These schools were examined in Reading, Spelling, Arithmetic, and Geography. They gave evidence of thorough instruction in all these branches.

In No. 2,—in charge of Miss Caroline J. Nash,—the Reading was quite animated and natural in style. The exercise in Geography included an accurate statement of the Geography of Roxbury and its vicinity. The order of the school was unexceptionable.

In No. 1,—in charge of Mrs. Sarah T. Jennison,—the exercises in Reading, Arithmetic, and Geography were also very satisfactory; that in Geography was especially so. The pupils named the most important divisions of the Earth's surface, as they were pointed out by the teacher upon the globe; pointed out the several States upon the outline map of the United States, gave their capitals, and traced the most important rivers, ranges of mountains, et cetera, with accuracy.

One feature of this series of schools is new. The pupils from the two Sub-Primary departments below, instead of passing direct to a Primary department of the grade of No. 1, pass through No. 2, a school designed to be of intermediate grade between the Primary and Sub-Primary Schools. This system of grade was introduced by the Local Committee of the school, whose long experience and efficient service on this Board entitle it to much consideration. The result of the examination of the four schools which the plan embraces, led your Committee to conclude that it may prove useful in furtherance of one very important end—the thorough qualification of Primary scholars for admission to the Grammar School. There will be a tendency, we think, in its operation, to loss of time on the part of the pupils, in passing through the several grades. This evil ought to be watchfully guarded against; for it is essential to the welfare of the Grammar Schools, that Primary scholars be not detained beyond the average age at which they ought to be transferred to them.

JAMES WALDOCK.

**Nos. 5 and 6.****Eustis Street.**

These schools were examined on the 25th day of May.

No. 6,—in charge of Miss Margaret E. Davis, since January last,—is a Sub-Primary School, numbering fifty-three pupils, having an average age of six years.

The classes were examined in Reading and Spelling, and were quite prompt, energetic and correct in both these exercises, as well as cheerful and orderly in their general appearance.

No. 5,—in charge of Miss Elizabeth A. Morse,—is a Primary School. It numbers forty-five scholars, having an average age of seven and a half years.

The several classes were examined in Reading, Spelling, Arithmetic, and Geography, and appeared to be in excellent condition. The Reading was spirited, natural and correct. In Arithmetic the first class answered promiscuous questions in the Multiplication and Division Tables promptly and correctly. The class in Geography pointed out the several States and their capitals upon the outline map of the United States, the most important rivers, lakes, ranges of mountains, et cetera, accurately, and with evident interest. The quiet manner and studious appearance of the pupils were also highly satisfactory.

Miss Morse takes the place in this school of Miss L. Annie Sawyer, who has been absent from her post for several months, on account of sickness. Miss Sawyer's efficiency, faithfulness, and success as a teacher have been long known to this Board. It is earnestly to be hoped that she may speedily regain her health, and resume her useful labors.

JAMES WALDOCK.

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**Nos. 7, 9, 10, 18, 19, 26, and 28.**

The examination of the first five of these schools exhibited evidence of the teachers' ability to govern, and to impart instruction in a satisfactory manner; their influence over the pupils was such as to command respect and obedience. The pupils were attentive

and cheerful, generally prompt and correct in their exercises, and had made creditable advances in the several studies.

The examination of the last two was not so favorable ; this was owing, in the case of No. 26, to the materials of which the school is in part composed, and to the condition it was in at the time the present teacher commenced her labors there ; it has, however, improved under the present management. In the case of No. 28, the school has been opened but two or three weeks, after being closed during the winter. The teacher is capable and faithful, but the number of pupils is so small, that it seems scarcely advisable to continue the school in its present locality.

The teacher of No. 10 should be relieved of a part of her pupils as soon as practicable. She cannot do justice to herself or pupils, with the care of seventy children.

Most of the teachers of the above schools have succeeded in keeping up the attention and interest of their pupils, by introducing valuable oral instruction, and variety, in the otherwise monotonous exercises of the school-room.

H. G. MORSE.

*May 25th, 1855.*

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**Nos. 12, 13, 14, 15, 16, 17.**

The result of the examination of these schools was all that could be expected of schools of a similar grade, constituted as they are of children of such ages as to render many of them exceedingly irregular in their attendance. In some of them a marked proficiency in Reading, Spelling and Arithmetic was observed.

Much attention has been given by the teachers to oral instruction, and the readiness with which the pupils answered questions upon subjects thus taught, is sufficient proof of the decided benefit of this mode of instruction, and its admirable adaptedness to our Primary Schools.

The good appearance of these schools is satisfactory evidence that the teachers have discharged their duties with a view to the best interests of their pupils.

JOS. H. STREETER, *Examining Committee.*

**Nos. 20, 21, 22, 23, 24 and 25.**

The scholars in each of these schools appear to have made good progress in Reading, Spelling and Arithmetic. Geography is taught orally in some of these schools with very good success—a mode of teaching too much neglected in most of these schools. In No. 22, there are some scholars taught in Grammar School branches with good success. The order in these schools is good, and is secured with but little corporal punishment. The teachers in all of these schools appear to be interested in their work, and faithful in the discharge of their duties.

HENRY W. FARLEY, *Examining Committee.*

*Roxbury, May 26th, 1855.*

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**Nos. 29 and 30.**

No. 29. This school is one of the most pleasant in situation in the city. It has good accommodations, and every facility for being the model school. In many respects it is all that could be desired. The discipline is good, and is secured by affectionate earnestness and decision, rather than by severe denunciations. There is a perfect and beautiful confidence between the teacher and pupils, and the whole aspect of the room is cheerful. The teacher impresses the visitor with the manifestations of a reserved power and capacity which have not been fully developed in the school. He cannot help feeling that there is an ideal of excellence which she has not realized, and perhaps for which she has not put forth any very considerable efforts. The attainments of the pupils are about upon an average with other schools. In Arithmetic and Geography, evidences of this power of the teacher, to which we have alluded, were seen; the scholars under her training exhibiting a facility not to be found in others of their age.

What is needed in this, and in all our schools, is enthusiasm in the work. The minds of the children must be aroused by appropriate solicitations, and their curiosity and love for learning be quickened into vigor by the zeal and earnestness of the teacher.

There is every opportunity in this school to solve the problem—how much young pupils may be taught before they are eight years of age. There is nothing lacking in teachers or pupils but *determination*.

B. K. PEIRCE.

No. 30. This is the nursery, out of which No. 29 is supplied; and if there is a teacher in the city that seeks more faithfully to discharge her duties than the teacher of this school, we have not met with her. There has been a continued improvement in the manner and means of instruction. It is becoming largely and *richly* oral. Much interesting and valuable information in a delightful form is thus given to the pupils. This art of teaching very young children is beginning gradually to be apprehended, and success follows in an equal proportion. The teacher of this school keeps her eyes and ears open, and seizes every practical suggestion for the benefit of her scholars. The same course in the future will continue to bring its grateful reward in the improvement of the school, and in that inward satisfaction arising from the consciousness of having faithfully discharged our duties.

B. K. PEIRCE.

## A B S T R A C T

*Of the several Schools for the Quarter ending May 26th, 1855.*

	Divisions.	Whole Number.	Average Attendance.	Present at Examination.
English High School for Boys .		64	61	53
High School for Girls . . . . .		40	37	38
Dudley School for Girls . . . .	1	44	44	45
	2	50	48	44
	3	42	38	39
	4	48	39	41
	5	51	50	46
	6	48	45	52
	7	45	44	40
		<hr/> 328	<hr/> 308	<hr/> 307
Washington School for Boys. .	1	45	43	45
	2	37	35	37
	3	43	41	42
	4	50	48	50
	5	45	43	45
	6	51	48	48
	7	52	49	49
	8	55	51	54
		<hr/> 378	<hr/> 358	<hr/> 370
Dearborn School for Boys . . .	1	36	35	36
	2	44	42	43
	3	46	44	44
	4	47	45	47
	5	51	48	50
		<hr/> 224	<hr/> 214	<hr/> 220
Comins School for Girls . . . .	1	30	31	30
	2	37	36	35
	3	39	36	38
	4	40	36	39
		<hr/> 146	<hr/> 139	<hr/> 142

ABSTRACT—*Continued.*

	Divisions.	Whole Number.	Average Attendance.	Present at Examination.
Intermediate School for Boys .	1	47	38	39
	2	48	38	45
		—	—	—
		95	76	84
Primary Schools . . . . .	1	45	40	43
	2	45	40	43
	3	61	55	53
	4	63	58	51
	5	45	41	44
	6	53	44	46
	7	42	36	38
	9	40	36	35
	10	71	59	59
	12	47	43	39
	13	64	53	59
	14	68	53	60
	15	33	30	32
	16	61	55	52
	17	33	28	32
	18	28	26	27
	19	64	45	60
	20	45	41	38
	21	57	52	49
	22	74	54	66
	23	38	34	37
	24	32	25	30
	25	42	36	93
	27	53	42	36
	28	44	39	42
	29	40	33	38
	30	25	22	25
		—	—	—
		1313	1120	1173



## SCHOOL COMMITTEE, 1855.

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### ELECTED AT LARGE.

Bradford K. Peirce, Joseph H. Streeter, John S. Flint.

### ELECTED BY WARDS.

- Ward 1. Horatio G. Morse, Henry W. Farley.  
 “ 2. Joshua Seaver, Charles Marsh.  
 “ 3. Benjamin Mann, William H. Ryder.  
 “ 4. John Wayland, James Waldock.  
 “ 5. Daniel Leach, Edwin Ray.

BRADFORD K. PEIRCE, *Chairman*. JOSHUA SEAVER, *Secretary*.

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### *Residences of the Committee.*

Bradford K. Peirce, Rockland Street, (Office 9 Cornhill, Boston.)

Joseph H. Streeter, No. 175 Washington Street.

John S. Flint, Bartlett Street, first house northeast of People's Bank.

Horatio G. Morse, No. 65 Zeigler Street.

Henry W. Farley, Eustis Street, opposite Plymouth Street.

Joshua Seaver, Ruggles Street, corner of Sumner Place, (Office 63 Washington Street.)

Charles Marsh, Nos. 55 and 57 Washington Street.

Benjamin Mann, No. 163 Dudley Street.

William H. Ryder, Vernon Street.

John Wayland, Cedar Street, at Mrs. Atkins's.

James Waldock, Alleghany Street.

Daniel Leach, Dedham Turnpike, near Marcella Street.

Edwin Ray, Walnut Street, near Dale Street, (Office 28 State Street, Boston.)

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### SUB-COMMITTEES.

*Books*.—Messrs. Peirce, Wayland, Leach, Ryder, Morse.

*Finance*.—Messrs. Seaver, Flint, Ray.

*Regulations*.—Messrs. Ryder, Streeter, Waldock.

*Filling Vacancies in Primary and Intermediate Schools*.—Messrs.

Peirce, Wayland, Morse, Leach, Ryder.

## SCHOOLS AND TEACHERS.

Schools.	Teachers.	Location.	Local Committee.
ENGLISH HIGH SCHOOL FOR BOYS	S. M. Weston, <i>Principal</i> . Robert C. Metcalf, <i>Assistant</i> .	Mount Vernon Place . . .	Ryder, Marsh, and Mann.
LATIN SCHOOL . . . . .	Augustus H. Buck, <i>Principal</i> .	Mount Vernon Place . . .	Under charge of Trustees.
HIGH SCHOOL FOR GIRLS . . .	Robert Bickford.	Kenilworth Street . . . .	Peirce, Wayland, Ryder.
DUDLEY GRAMMAR SCHOOL . .	Adeline Seaver, <i>Principal</i> . 2d Division, Sophronia F. Wright. 3d " Mary Ward. 4th " Clara B. Tucker. 5th " Ellen A. Marean. 6th " Caroline Alden. 7th " Henrietta M. Young.	Kenilworth and Bartlett Streets	Wayland, Marsh, and Ray.
WASHINGTON GRAMMAR SCHOOL	John Kneeland, <i>Principal</i> . Sarah H. Page, <i>Assistant</i> . 2d Division, Benjamin C. Vose. 3d " Anna M. Williams. 4th " Hannah R. Chadbourne. 5th " Harriet E. Burrell. 6th " Sarah M. Vose. 7th " Margaret A. Mathews. 8th " Caroline C. Drown.	Washington Street . . . .	Leach, Seaver, Waldock.
DEARBORN GRAMMAR SCHOOL .	William H. Long, <i>Principal</i> . 2d Division, Louisa E. Harris. 3d " Ruth P. Stockbridge. 4th " Martha Stone. 5th " Louisa J. Fisher.	Abney Place, near Davis Street	Morse, Flint, and Farley.
COMINS GRAMMAR SCHOOL . .	Sarah A. M. Cushing, <i>Principal</i> . 2d Division, Mary C. Eaton. 3d " Elizabeth W. Young. 4th " Almira W. Chamberlain.	Gore Avenue . . . . .	Streeter, Mann, and Ray.

INTERMEDIATE SCHOOL	. . .	Delia Mansfield, <i>Principal</i> .		. . .	Vernon Street . . . . .	Seaver.
		2d Division, Nancy L. Tucker.				
PRIMARY SCHOOLS . . . . .	No. 1.	Sarah T. Jennison	. . .	Yeoman Street	. . .	Morse.
	2.	Caroline J. Nash	. . .	"	. . .	"
	3.	Sarah E. Spofford	. . .	"	. . .	"
	4.	Eliza C. Farnelce	. . .	Eustis Street	. . .	Flint.
	5.	Elizabeth A. Morse	. . .	"	. . .	"
	6.	L. Annie Sawyer	. . .	Summer Street	. . .	Farley.
	7.	Maria L. Young	. . .	Vernon Street	. . .	Ryder.
	9.	Ann M. Horn	. . .	"	. . .	"
	10.	Susannah L. Durant	. . .	Sudbury Street	. . .	Marsh.
	12.	Susan A. Fall	. . .	"	. . .	"
	13.	Cornelia J. Bills	. . .	"	. . .	Waldock.
	14.	Pluma A. Savage	. . .	Avon Place	. . .	"
	15.	Ann M. Backup	. . .	"	. . .	Marsh.
	16.	Ann Crowninshield	. . .	Mill Dam	. . .	Seaver.
	17.	Sarah W. Holbrook	. . .	Orange Street	. . .	"
	18.	Emily Gardner	. . .	"	. . .	"
	19.	F. N. Brooks	. . .	Smith Street	. . .	Waldock.
	20.	Mary A. Waldock	. . .	"	. . .	"
	21.	Elvira Morse	. . .	Francis Street	. . .	Mann.
	22.	C. B. Thompson	. . .	Centre Street	. . .	Wayland.
	23.	Mary A. Morse	. . .	"	. . .	"
	24.	Henrietta M. Wood	. . .	Near Jamaica Plain	. . .	Streeter.
	25.	Caroline N. Heath	. . .	Edinburgh Street	. . .	Ray.
	26.	Persis A. Winn	. . .	Munroe Street	. . .	"
	28.	Margaret G. Cheney	. . .	Elm Street	. . .	Leach.
	29.	Sarah A. Dudley	. . .	"	. . .	"
	30.	H. B. Scammell	. . .	"	. . .	"















